

Suggested Websites:

Course Policies: The policies listed below may change throughout the semester, depending on the country's health situation and other concerns. Students are responsible for learning about these changes. Announcements shall be posted in the course site.

Ethical Policies: Students are expected to act with decorum in communicating with the teacher and classmates either one-on-one or in the discussion boards. Proper netiquette is expected. For more information, see <https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/>

Academic Integrity Policy: Plagiarism shall not be tolerated. Students caught/found submitting papers copied from others and presenting them as their own shall be given a failing grade. For more information, see: <https://www.plagiarism.org/article/what-is-plagiarism>

Policies on Absences and Tardiness: As we are currently using the distance mode of education, there are no physical classes unless the university administration finds it safe already to have classroom lectures. For the meantime, we shall study asynchronously so attendance will not be taken. However, there shall be point deductions for tardy submissions of requirements.




Language of Instruction: Given the nature of our course, the language of instruction is both English and Filipino. Bikol is discouraged because students come from various provinces with different/distinct dialects.

Special/Make-Up Quiz/Examinations/Work: Special examinations will be given on a case-to-case basis. Students shall inform the teacher if they cannot submit the requirements on time.

Accommodations: Since the entire world is dealing with a pandemic, accommodation shall be extended to those who may not be able to access the course site regularly or submit requirements on time. Students should contact the teacher for specific concerns that may affect their academic performance.

Statement on Student Wellness: Student wellness shall be our utmost priority. If in any case a course requirement will impact the health of a student, he or she must inform the teacher immediately.

Advising and Support: Students may contact the teacher anytime for advising and support. The use of e-mail is recommended, but students without internet connection may send text messages. The teacher will strive to reply to concerns promptly, but there may be instances when replies may take some time. This can happen when queries are sent in the middle of the night or during weekends.

Prepared by:	Reviewed by:	Approved:
 JHONNY PET P. TOPASI	 MA. SALESTE D. SAN PABLO, MAED	 MARY JOY B. CATANGUI, Ed.D.
Instructor 1	Committee on Syllabi Review	Dean
Date: AUGUST 10, 2022		

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Course Assessment:

BU Grading System (To include performance standards)

System of Computing Grades:**Standard Grading:**

Midterm/Final Examination	30%
Activities/Worksheets	30%
Quizzes	15%
Recitation and Participation in the events	25%

100%

Final Rating:

Midterm Rating	50%
Tentative Final Rating	50%
	100 %

References:

- Bandura, A. (1999). Social Cognitive Theory of Personality. In Pervin and John (eds) Handbook of Personality Theory and Research. 2nd ed. Guilford Press
- Belk (2013). Extended Self in a Digital World. *Journal of Consumers Research*.
- Chafee, J. (2013) Who are you? Consciousness, Identity and the Self. In the Philosopher's Way. Thinking Critically about Profound Ideas. Pearson.
- Csordas, T. (1999) Self and Person. In bode (ed). Psychological anthropology. Praeger
- Demello, M. (2014). Beautiful Bodies. Routledge
- Diokno, MS (1999). *Becoming a Filipino Citizen*. In Perspective on Citizenship and Democracy. UP Third World Studies Center
- Doronilla, ML (1997). An Overview of Filipino Perspectives on Democracy and Citizenship. UP TWSC
- Fisher, H.(2004). Why we Love: The Nature and Chemistry of Romantic Love
- Frankl, V. (1959) *Man's Search for Meaning: An Introduction to Logotherapy*.
- Luge & De Leon (2001). Textbook on Family Planning. Rex Printing. (For the topic, Unpacking the self-The sexual self)

Required Readings:

- Corpuz, R.(2019) Understanding the self. Quezon City: C and E publishing Inc.

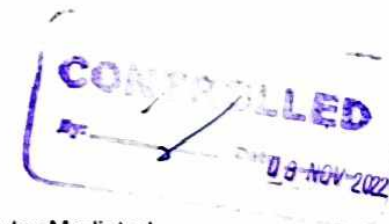
Further Readings:

- Ellison et. Al. (2006). Managing Impressions online: self-presentation processes in the online dating environment, *Journal of computer Mediated Communication*. 11.415-441.Doi: 10.1111/j.1083-6101.2006.00020.
- Gonzales & Hancock (2010). Mirror, Mirror on my FB wall: Effects of exposure to FB on self-esteem. *Cyberpsychology, behavior and social Networking*. Doi: 10.1089/cyber.2009.0411
- Levine, M. (2002) *A Mind at a Time*. Simon and Schuster
- Neff, K. (2012). *The Science of Self Compassion*. In Gerner & Siegel (eds) *Compassion and Wellness in Psychotherapy*. NY Guilford Press or <http://self-compassion.org/the-research>

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	<ul style="list-style-type: none"> Impact of online interactions on the self <p>Boundaries of the self online: private vs. public: personal/individual vs. social identity online: gender and sexuality online.</p>	<p>Read Lesson 11: Digital Aspect of the self</p> <p>Online: Facebook timeline review</p> <p>Self-directed study</p> <p><u>Students without Connectivity</u></p> <p>Read Lesson 11: Digital Aspect of the self</p> <p>Printable Modules</p> <p>Self-directed study</p>			<p>their timeline, they will share their experience by answering several questions in the broadcast.</p> <p>Question 1: Was there any posts that you opted to delete after reviewing your timeline and if yes, site the posts and explain why you deleted it.</p> <p>Question 2: What image of your self did you discover while looking at your timeline?</p>	
<p>3. Managing and caring for the self</p> <p>a. Understand the theoretical underpinning for how to manage and care for different aspects of the self.</p>	<p>Managing and caring for the self</p> <p>a. Learning to be a better student</p> <ul style="list-style-type: none"> What happens during learning? Brain and behavior changes Metacognition and study strategies Managing your own learning: Self-regulated learning 	<p><u>Students with strong connectivity</u></p> <p>Module Printed/pdf</p> <p>Read Lesson 12: Becoming a better student</p> <p>Self-directed study</p> <p><u>Students with Poor Connectivity</u></p> <p>Module Printed/pdf</p> <p>Read Lesson 12: Becoming a better student</p> <p>Self-directed study</p> <p><u>Students without Connectivity</u></p> <p>Read Lesson 12: Becoming a better student</p>	<p>Printable and downloadable course modules</p> <p>Internet connectivity</p> <p>Videos in Facebook page or youtube</p>	<p>At the end of the topic 90% of the students will be able to Examine one's self against the different aspects of self, discussed in class</p>	<p>Accomplish Worksheets "On site Face to Face"</p> <p>08 NOV 2022</p>	<p>3 hours</p>
<p>b. Acquire and hone new skills and learning's for better</p>	<p>b. Setting goals for Success</p> <ul style="list-style-type: none"> The importance of goals 	<p><u>Students with strong connectivity</u></p> <p>Module Printed/pdf</p> <p>Read Lesson 13: Setting Goals for success</p>	<p>Printable and downloadable course modules</p>	<p>At the end of the topic 90% of the students will be able to acquire</p>	<p>Accomplish Worksheets</p>	<p>3 hours</p>

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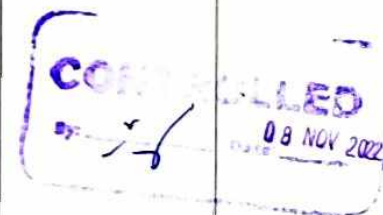
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managing of one's self and behaviors	<ul style="list-style-type: none"> Bandura's self-efficacy, Dweck's Mindset (growth vs. fixed) Locke's Goal setting theory 	<p>https://www.youtube.com/watch?v=NG3HxrW1qZk&list=PLNcY9Z2o0ercHK0dw3QBfYlpSV-rTHHII&index=6</p> <p>https://www.youtube.com/watch?v=L9FA9U4s3Tg&list=PLNcY9Z2o0ercHK0dw3QBfYlpSV-rTHHII&index=15</p> <p>Online: Motivational video for success Example: https://www.youtube.com/watch?v=ReKoFBezPo0 https://www.youtube.com/watch?v=3rdIOKjlxVY https://www.youtube.com/watch?v=zWbR13w3qLA</p> <p>Self-directed study</p> <p><i>Students with Poor Connectivity</i> Module Printed/pdf Read Lesson 13: Setting Goals for success</p> <p>https://www.youtube.com/watch?v=NG3HxrW1qZk&list=PLNcY9Z2o0ercHK0dw3QBfYlpSV-rTHHII&index=6</p> <p>https://www.youtube.com/watch?v=L9FA9U4s3Tg&list=PLNcY9Z2o0ercHK0dw3QBfYlpSV-rTHHII&index=15</p> <p>Online: Motivational video for success Example: https://www.youtube.com/watch?v=ReKoFBezPo0 https://www.youtube.com/watch?v=3rdIOKjlxVY https://www.youtube.com/watch?v=zWbR13w3qLA</p> <p>Self-directed study</p>	Internet connectivity	Videos in Facebook page or youtube	and hone new skills and learning's for better managing of one's self and behaviors.		
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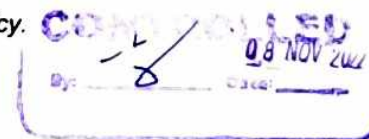
		<u>Students without Connectivity</u> Read Lesson 13: Setting Goals for success				
		Self-directed study				
c. Apply these new skills to one's self and functioning for a better quality of life.	c. Taking charge of one's health • Stressors and responses • Sources of coping and strength • Stress and Filipinos • The social and cultural dimensions of stress Taking care of the self: The need for self-care and compassion.	<u>Students with strong connectivity</u> Module Printed/pdf Read Lesson 14: Setting Goals for success https://www.youtube.com/watch?v=4WiUQtOhfIc Self-directed study <u>Students with Poor Connectivity</u> Module Printed/pdf Read Lesson 14: Setting Goals for success https://www.youtube.com/watch?v=4WiUQtOhfIc Self-directed study <u>Students without Connectivity</u> Read Lesson 12: Becoming a better student	Printable and downloadable course modules Internet connectivity Videos in Facebook page or youtube	At the end of the topic 90% of the students will be able to apply these new skills to one's self and functioning for a better quality of life.	Accomplish Worksheets "On site Face to Face"	6 hours

Course Requirements:

Type of Requirements	Specific Requirements	Modality of Submission	Due Date
Modular activities	Modular activities and Worksheets	Via google classroom (google forms)	Every after the end of the week.
Video/pictures	Online Event: You are a Filipino when Thousand faces My beauty my say Motivational video for success	Via google classroom (google forms)	To be announced
Examination	Midterm Final exam	Onsite Face to Face	To be announced

(Faculty will replace or remove or add entries in the table as applicable in the course.)

Note: Instructional delivery and assessment tasks may vary or alter depending on changes in BU Guidelines and National health Policy.



Lifelong Learning Opportunities

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	meaning in life	Self-directed study <u>Students without Connectivity</u> Read Lesson 9: Spiritual aspect of self Printable Modules Self-directed study				
e. Examine one's self against the different aspects of self, discussed in class	e. THE POLITICAL SELF • Developing a Filipino Identity: Values, Traits, Community and Institutional Factors • Establishing a democratic culture	<u>Students with strong connectivity</u> Module Printed/pdf Read Lesson 10: Political Aspect of self Online: We have our different perspective and it's okay Self-directed study <u>Students with Poor Connectivity</u> Module Printed/pdf Read Lesson 10: Political Aspect of self Online: We have our different perspective and it's okay Self-directed study <u>Students without Connectivity</u> Read Lesson 10: Political Aspect of self Printable Modules Self-directed study	Printable and downloadable course modules Internet connectivity Videos in Facebook page or youtube	At the end of the topic 90% of the students will be able to Examine one's self against the different aspects of self, discussed in class	Accomplish Worksheets	3 hours
	f. THE DIGITAL SELF. Self and other in cyberspace • I, me, myself and my user ID online identity • Selective self-presentation and impression management	<u>Students with strong connectivity</u> Module Printed/pdf Read Lesson 11: Digital Aspect of the self Online: Facebook timeline review Self-directed study <u>Students with Poor Connectivity</u> Module Printed/pdf	Printable and downloadable course modules Internet connectivity Videos in Facebook page or youtube	At the end of the topic 90% of the students will be able to Examine one's self against the different aspects of self, discussed in class	Accomplish Worksheets Online event: Via messenger broadcast: Students will be asked to review their timeline: After reviewing	6 hours

		<u>Students without Connectivity</u> Printable Modules Self-directed study			Post video to Facebook page Deadline: End of week 9 "On site Face to Face"	
b. Demonstrate critical, reflective thought in integrating the various aspects of self and identity.	b. SEXUAL SELF <ul style="list-style-type: none"> • Development of Secondary sex characteristics and the human reproductive system • Discussing the erogenous Zones • Understanding the human sexual responses. The basic biology of sexual behavior Understanding the chemistry of lust, love and attachment. • The Psychological aspect: What turns people on: the phases of sexual response. • The diversity of sexual behavior, solitary, heterosexual, homosexual, and bisexual, transsexual. • Sexually transmitted diseases (STI's) • Methods of Contraception (Natural 	<u>Students with strong connectivity</u> Module Printed/pdf Read Lesson 7: Sexual Aspect of Self Self-directed study <u>Students with Poor Connectivity</u> Module Printed/pdf Read Lesson 7: Sexual Aspect of Self Self-directed study <u>Students without Connectivity</u> Printable Modules Self-directed study	Printable and downloadable course modules Internet connectivity Videos in Facebook page or youtube	At the end of the topic 90% of the students will be able to explore the different aspects of self and identity	Accomplish Worksheets	3 hours

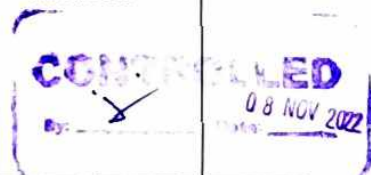
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	and artificial)					
c. Identify the different forces and institutions that impact the development of various aspects of self and identity	c. THE MATERIAL/ ECONOMIC SELF <ul style="list-style-type: none"> • I shop, therefore I am, I have, therefore, I am? • Shaping the way we see ourselves: The role of consumer culture on our sense of self and identity. 	<p><u>Students with strong connectivity</u> Module Printed/pdf Read Lesson 8: Material Aspect of self https://www.youtube.com/watch?v=H2_by0rp5q0</p> <p>Self-directed study</p> <p><u>Students with Poor Connectivity</u> Module Printed/pdf Read Lesson 8: Material Aspect of self https://www.youtube.com/watch?v=H2_by0rp5q0</p> <p>Self-directed study</p> <p><u>Students without Connectivity</u> Read Lesson 8: Material Aspect of self</p> <p>Printable Modules</p> <p>Self-directed study</p>	<p>Printable and downloadable course modules</p> <p>Internet connectivity</p> <p>Videos in Facebook page or youtube</p>	At the end of the topic 90% of the students will be able to explore the different aspects of self and identity	Accomplish Worksheets	3 hours
d. Examine one's self against the different aspects of self, discussed in class	d. THE SPIRITUAL SELF: The practice of religion: belief in supernatural being and power. <ul style="list-style-type: none"> • The concept of "Dungan" spirit or soul. • Rituals and ceremonies: • The function of rituals • Rituals and ceremonies • Religion, Magic and witchcraft • Finding and creating meaning Three ways of discover	<p><u>Students with strong connectivity</u> Module Printed/pdf Read Lesson 9: Spiritual aspect of self https://www.youtube.com/watch?v=qiXOVX70ykE https://www.youtube.com/watch?v=xum35-XplNY</p> <p>Self-directed study</p> <p><u>Students with Poor Connectivity</u> Module Printed/pdf Read Lesson 9: Spiritual aspect of self https://www.youtube.com/watch?v=qiXOVX70ykE https://www.youtube.com/watch?v=xum35-XplNY</p>	<p>Printable and downloadable course modules</p> <p>Internet connectivity</p> <p>Videos in Facebook page or youtube</p>	At the end of the topic 90% of the students will be able to Examine one's self against the different aspects of self, discussed in class	Accomplish Worksheets "On site Face to Face"	3 hours

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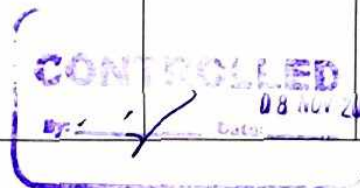
					Filipino on page 62 of module.	
d. Demonstrate critical and reflective thought in analyzing the development of one's self and identify by developing a theory of the self.	d. Psychology <ul style="list-style-type: none"> The self as a Cognitive Construction: <ul style="list-style-type: none"> William James and the Me-self, I-self. Global vs. differentiated models Real and ideal self-concepts Multiple vs. Unifies selves True vs. False selves The self as Proactive and Agentic 	<u>Students with strong connectivity</u> Module Printed/pdf Read Lesson 4: The self from the psychological Perspective Online event: Thousand Faces Self-directed study <u>Students with Poor Connectivity</u> Module Printed/pdf Read Lesson 4: The self from the psychological Perspective Online event: Thousand Faces Self-directed study <u>Students without Connectivity</u> Printable Modules Self-directed study	Printable and downloadable course modules Internet connectivity Videos from Facebook page or youtube	At the end of the topic 90% of the students will be able to Demonstrate critical and reflective thought in analyzing the development of one's self and identify by developing a theory of the self.	Accomplish Worksheets Online event: Mechanics Take note that this is not compulsory; however participants will be able to win points or other incentives.eg. Exempted to online quiz. Students with strong and poor connectivity: Post collage showing your real self and ideal self. Students without connectivity: Draw or post a picture of your real-self vs. ideal self. "On site Face to Face"	3 hours
e. Demonstrate critical and reflective thought in analyzing the development of one's self and identify by developing a theory	e. The self in Western and oriental/Eastern Thought <ul style="list-style-type: none"> The social Construction of the Self in Western thought. The self as embedded in relationships and through	<u>Students with strong connectivity</u> Module Printed/pdf Read Lesson 5: The Self in Western and eastern thoughts Self-directed study <u>Students with Poor Connectivity</u>	Printable and downloadable course modules Internet connectivity Videos from	At the end of the topic 90% of the students will be able to Demonstrate critical and reflective thought in	Accomplish Worksheets 	3 hours

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of the self.	spiritual development in confusion thought	Module Printed/pdf Read Lesson 4: The self from the psychological Perspective Self-directed study <u>Students without Connectivity</u> Printable Modules Self-directed study	Facebook page or youtube	analyzing the development of one's self and identify by developing a theory of the self.		
2. Unpacking the self a. explore the different aspects of self and identity	Unpacking the Self a. THE PHYSICAL SELF: The self as impacted by the body. • The impact of culture on body image and self-esteem. The importance of beauty.	<u>Students with strong connectivity</u> Module Printed/pdf Read Lesson 6: Physical aspect of Self Online: My beauty My say https://www.youtube.com/watch?v=3agBWqGfRo https://www.youtube.com/watch?v=mZ05C1o9utg https://www.youtube.com/watch?v=XOa7zVgxA4 https://www.youtube.com/watch?v=m5TJ00fptTM Self-directed study <u>Students with Poor Connectivity</u> Module Printed/pdf Read Lesson 6: Physical aspect of Self Online: My beauty My say https://www.youtube.com/watch?v=3agBWqGfRo https://www.youtube.com/watch?v=mZ05C1o9utg https://www.youtube.com/watch?v=XOa7zVgxA4 https://www.youtube.com/watch?v=m5TJ00fptTM Self-directed study	Printable and downloadable course modules Internet connectivity Videos in Facebook page or youtube	At the end of the topic 90% of the students will be able to explore the different aspects of self and identity	Accomplish Worksheets Group Activity: Form a group consisting of 14 members regardless of gender or connectivity. Take note that this is not compulsory; however participants will be able to win points or other incentives.eg. Exempted to online quiz. Create a 4 minute video showing that everyone is beautiful in their own unique way. Note that the video is about physical self.	3 hours



		<u>Students without Connectivity</u> Printable Modules Self-directed study				
c. Compare and contrast how the self has been represented across the different disciplines and perspectives.	c. Anthropology <ul style="list-style-type: none"> • The self and person in contemporary anthropology • The self as cognitive Construction: 	<u>Students with strong connectivity</u> Module Printed/pdf Read Lesson 3: The self from the anthropological Perspective Online event: You are a Filipino When Self-directed study <u>Students with Poor Connectivity</u> Module Printed/pdf Read Lesson 3: The self from the anthropological Perspective Online event: You are a Filipino When Self-directed study <u>Students without Connectivity</u> Printable Modules Self-directed study	Printable and downloadable course modules Internet connectivity Videos from Facebook page or youtube	At the end of the topic 90% of the students will be able to compare and contrast how the self has been represented across the different disciplines and perspectives.	Accomplish Worksheets Join online event: To be posted on Facebook page You are a Filipino When Mechanics: Students with strong connectivity: Create a 4 minute video clip entitled "You are a Filipino when" Deadline of votes: end of Week 5 Students With Poor Connectivity: Create a meme or draw a picture showing unique characteristics of Filipino Students without connectivity: Draw a picture showing unique characteristics of	6 hours

disciplinary perspective	to answer the question Who are you?	<p>Self-directed Study</p> <p>Learning contract</p> <p><u>Students with Poor Connectivity</u> Module Printed/pdf Read Lesson 1: Philosophical Perspective in the self</p> <p>Online learning: (watch video about What Philosophy Says about the Self) https://www.youtube.com/watch?v=UHwVypIU3Pg</p> <p>Self-directed Study</p> <p>Learning contract</p> <p><u>Students without Connectivity</u></p> <p>Printable Modules</p> <p>Learning contract (for commitment in achieving the objective of the course)</p>		disciplinary perspective		
b. examine the different influences, factors and forces that shape the self.	<p>b. Sociology</p> <ul style="list-style-type: none"> • The self as a product of modern society among other constructions • Mead and the social self 	<p><u>Students with strong connectivity</u> Module Printed/pdf Read Lesson 2: The self from the sociological perspective</p> <p>Online learning: (watch video about self-image)</p> <p>Self-directed study</p> <p><u>Students with Poor Connectivity</u> Module Printed/pdf Read Lesson 2: The self from the sociological perspective</p> <p>Self-directed study</p>	<p>Printable and downloadable course modules</p> <p>Internet connectivity</p> <p>Videos from Facebook page or youtube</p>	At the end of the topic 90% of the students will be able to examine the different influences, factors and forces that shape the self.	Accomplish Worksheets "On site Face to Face"	3 hours



Explore the different aspects of self and identity.	D	D	P	D	D	P	P	P
Demonstrate critical reflective thought in integrating the various aspects of self and identity.	P	P	P	D	D	D	D	P
Examine one's self against the different aspects of self, discussed in class.	D	P	P	D	D	D	P	P
Identify the different forces and institutions that impact the development of various aspects of self and identity.	D	P	D	P	D	D	D	D
Understand the theoretical underpinnings for how to manage and care for different aspects of the self.	P	D	P	P	P	D	P	P
Acquire and hone new skills and learning for better managing of one's self and behaviors.	P	P	P	D	P	D	D	P
Apply these new skills to one's self and functioning for better quality of life.	D	P	P	P	P	P	P	P

Legend: I - Introduced concepts/principles; P - Practice with supervision; D - Demonstrated across different settings with minimal supervision

Course Outline:

Specific Learning Outcomes	Learning Content	Instructional Delivery	Instructional Resources	Performance Standard	Assessment Tasks/Outputs	Time Allotment
Demonstrate Awareness of BUPC's VMGO, BU Quality Policy and Course Content Relate the VMGO, Quality policy and the four Pillars of the University with the course	Orientation - Vision, Mission, Goals & Objectives of the University, College, Department - BU Quality Policy/GAD Concerns Course Requirements, Grading Importance of the course in the profession	Video lecture https://www.youtube.com/watch?v=QGQQ7pJQqHk https://www.youtube.com/watch?v=4ITbWQ8zD3w	Printable and downloadable course modules Internet connectivity Videos from Facebook page or youtube	100% of the students will be able to determine the Vision, Mission, and Goals & Objectives of the University, College and department.	Activity 1.0 Essay: Why I need to know who I am?	3 hours
1. The self from Various Perspectives a. Discuss the different representations and conceptualizations of the self from various	The self from Various Perspectives a. Philosophy • Socrates, Plato and Augustine to Descartes, Locke, Hume, Kant, Freud, Ryle, Churchland and Marieau-Ponty- all try	<i>Students with strong connectivity</i> Module Printed/pdf Read Lesson 1: Philosophical Perspective in the self Online learning: (watch video about What Philosophy Says about the Self) https://www.youtube.com/watch?v=UHWVypIU3Pg	Printable and downloadable course modules Internet connectivity Videos from Facebook page or youtube	At the end of the topic 90% of the students will be able to discuss different representations and conceptualizations of the self from various	Accomplish Worksheets	3 hours

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5. Apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices.
6. Demonstrate a variety thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.
7. Practice professional and ethical teaching standards sensitive to the local, national, and global realities.
8. Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.

Course Description:

The course deals with the nature of identity. As well as the factors and forces that affect the development and maintenance of personal identity.

The directive to know oneself has inspired countless and varied ways to comply. Among the questions that everyone has had to grapple with at one time or other is "Who am I?". At no other period is this question asked more urgently than in adolescence- traditionally believed to be a time of vulnerability and great possibilities. Issues of self and identity are among the most critical for the young.

This course is intended to facilitate the exploration of the issues and concerns regarding self and identity to arrive at a better understanding of the issues and concerns regarding self and identity to arrive at a better understanding of one's self. It strives to meet this goal by stressing the integration of the personal with academic-contextualizing matters discussed in the classroom and in the everyday experiences of students- making for better learning, generating a new appreciation for the learning process, and developing a more critical and reflective attitude while enabling them to manage and improve their selves to attain a better quality of life.

The course is divided into three major parts: The first part seeks to understand the construct of the self from various disciplinary perspectives: Philosophy, sociology, anthropology, and physiology- as well as the more traditional division between the east and west- each seeking to provide answers to the difficult but essential question of "What is the self?" and raising, among others, the question: "Is there even such a construct as the self?"

The second part explores some of the various aspects that make up the self, such as the biological and material up to and including the more recent Digital self. The third and final part identifies three areas of concern for young students, learning, goal setting and managing stress. It also provides for the more practical application of the concepts discussed in this course and enables them the hands-on experience of developing self-help plans for self-regulated learning, goal setting, and selfcare.

This course includes the mandatory topics on Family Planning and Population Education.

Course Learning Outcomes:

Course Learning Outcomes	P1	P2	P3	P4	P5	P6	P7	P8
Understand and internalize the principles of ethical behavior in modern society at the level of the person, society, interactions with the environment and other shared resources.	D	D	P	P	D	D	P	P
The students will be able to discuss the different representations and conceptualizations of the self from various disciplinary perspectives	D	D	D	D	D	D	D	D
The students will be able to compare and contrast how the self has been represented across different disciplines and perspectives.	D	P	p	D	D	P	D	p
Examine the different influences, factors and forces that shape the self.	D	P	D	P	D	P	D	D
The students will be able to compare and contrast how the self has been represented across different disciplines and perspectives.	P	P	P	D	D	D	P	P

BU-F-VPAA-A4

Effectivity: July 8, 2020

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By: 

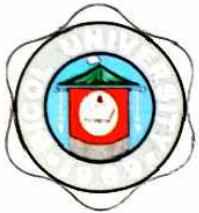
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BICOL UNIVERSITY
Legazpi City

 <div>BICOL UNIVERSITY Legazpi City</div>		Course Code and Title:	GEC 11: UNDERSTANDING THE SELF			
		Term	1st Semester, SY 2022-2023	Class Schedule	BTLED 1-A ICT 7:30-10:30 Th	
		Revision Date	August 10, 2022	Co-Requisite/s	None	
		Credit	3 Units	Pre-Requisite/s	None	
		Course Placement	BTLED-ICT, First Year	Type of course	Lecture	
College:	Polangui Campus	Faculty	Jhonny Pet P. Topasi	Consultation Hours	3:00-5:00 Friday	
Department:	Teacher Education Department	Contact Details	09171841799	Dean/Director	Mary Joy C. Catangui, Ed.D.	
Program:	Bachelor of Technology and Livelihood Education major in Information Communication Technology	Department Chair	Ma. Saleste D. San Pablo, MAED			
Vision	A world-class university producing leaders and change agents for social transformation and development	Core Values	Scholarship, Leadership, Character, Service			
Mission	Give professional and technical training, and provide advanced and specialized instruction in literature, philosophy, the sciences, and arts besides providing for the promotion of scientific and technological researches (RA5521, Section 3.0)	Quality Policy	Bicol University commits to continually strive for excellence in instruction, research and extension by meeting the highest level of clientele satisfaction and adhering to quality standards and applicable statutory and regulatory requirements			

Institutional Learning Outcomes:

Every BU graduate should:

1. Demonstrate critical thinking and integrative skills to solve problems and to support lifelong learning;
2. Communicate effectively and appropriately orally and in writing for various purposes with the responsible use ICT tools;
3. Collaborate with diverse people ethically and with mastery of knowledge and skills in given disciplines; and
4. Create knowledge and innovation to promote inclusive development as well as globalization.

Program Outcomes

Graduates of BTLED should:

1. Articulate the rootedness of education in philosophical, sociocultural, historical, psychological, and political contexts.
2. Demonstrate mastery of subject matter/ discipline.
3. Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments.
4. Develop innovative curricula, instructional plans, teaching approaches and resources for diverse learners.

